1. Advertisement

Sussex Centre for Language Studies (SCLS)
Teaching Fellow in English Language Teaching (ELT)
Permanent, full time

Salary range: starting at £32,004 and rising to £38,183 per annum. It is normal to appoint at the first point of the salary scale.

Expected start date: as soon as possible

We are seeking to appoint a Teaching Fellow in ELT for the Sussex Centre for Language Studies. The successful applicant will have, at least, a good first degree in a relevant discipline, an MA/MEd in ELT, Applied Linguistics or cognate discipline, and a Cambridge DELTA or Trinity TESOL Diploma or equivalent. S/he will have substantial experience in teaching and developing ESOL/EAP/ESP and Study Skills modules for students from a wide range of disciplines.

The successful candidate will also have experience in the application of new technologies for language learning and the integration of e-learning into the curriculum. S/he will be able to demonstrate a sound knowledge of developing language assessments based on the Common European framework of Reference (CEFR) and of the use of a range of methods for evaluating the effectiveness of teaching.

We are looking for a constructive team player, with excellent interpersonal skills, who is able to communicate and work effectively with colleagues across the University.

Closing date for applications: 17 March 2017

For full details and how to apply see www.sussex.ac.uk/jobs

The University of Sussex is committed to equality of opportunity
2. Senior leadership and management

The Vice-Chancellor (Professor Adam Tickell) is the senior academic officer and, as Chief Executive, is responsible to the University Council for management of the University. He is supported by an executive group which includes the three Pro-Vice-Chancellors, the Registrar and Secretary, the Director of Finance and the Director of Human Resources. The Heads of the Schools of Studies at Sussex report to the Pro-Vice-Chancellors.

The Registrar and Secretary heads the Professional Services of the University. In addition, under the University Statutes, the Registrar and Secretary is Secretary to the University Council. The Director of Finance reports to the Vice-Chancellor. The Director of ITS reports to the Registrar and Secretary, and the Librarian reports to one of the Pro-Vice-Chancellors.

3. The Sussex Centre for Language Studies

The aim of the Sussex Centre for Language Studies is to respond to changing educational environments and enhance the University’s reputation as a sector-leading provider of high quality, research based, language and cultural education and training. We also wish to foster the intellectual and personal growth of our students and staff in the domains of linguistic, socio-linguistic and intercultural awareness.

Our activities currently include:

**English Language**
- Pre-sessional and in-sessional programmes in English for Academic Purposes (EAP)
- Intensive EAP and English for Specific Purposes (ESP) courses at various levels
- Summer at Sussex International English Language programme
- English Language Testing and Assessment
- International Business Communication
- English for Legal Purposes
- Foundation Year modules in Academic Development

**English Language Teaching**
- MA, PG Dip, and PG Cert in English Language Teaching - modules include:
  - Second Language Acquisition
  - Language Description and Analysis
  - Principles and Practice in English Language Teaching
- International Teachers’ CPD Courses (Government sponsored)
- Elective Pathway in ELT
Modern Languages

- Undergraduate degrees in French, Italian and Spanish
- Elective Pathways in Arabic, British Sign Language, French, German, Italian, Japanese, Mandarin Chinese and Spanish
- Languages as a 'minor' in Major/minor degrees
- ‘Languages for Life’ Open courses in Arabic, British Sign Language, French, German, Italian, Japanese, Latin, Mandarin Chinese, Russian and Spanish

Academic Development and Study Skills Support

Workshops, tutorials and training sessions in:

- Academic Practice, including study skills and plagiarism awareness
- Academic Language, including accuracy and style
- Academic Culture, including cultural awareness and integration issues

External Activities

The Centre works internationally on a range of projects. These involve:

- ESP Programmes in Business, Finance and Management
- Languages for Engineering
- English for Auditing
- Bespoke ESP courses for the electricity generating industry

Widening Participation

SCLS plays a leading role in the Routes into Languages Programme (South-East). Its current aims are to:

- Promote increased take-up of languages in schools and HE
- Promote increased take-up of a year of work and/or study abroad
- Promote greater collaboration between participating universities
- Train Student Language Ambassadors to work with local schools and colleges

Language Learning Centre (LLC)

The LLC is a resource for autonomous learning, offering multimedia workstations, satellite TV and digital language learning facilities, with an expert team advising students and staff from across the University.

For further details on all SCLS programmes, please visit http://www.sussex.ac.uk/languages/
4. **CORE JOB DESCRIPTION**

**Job Title:** Teaching Fellow in English Language Teaching (ELT)

**Grade:** Grade 7

**School:** Sussex Centre for Language Studies (SCLS)

**Location:** Arts A

**Responsible to:** Director of the Sussex Centre for Language Studies – on a day to day basis, the Deputy Director

**Direct reports:** n/a

**Key contacts:** Students, other members of Faculty within the School and University, School Officers, academics in the field in other institutions.

**Main purpose of the post:** To work with colleagues on the development of a range of ESOL/EAP/ELT and other SCLS modules for students from various disciplines and to teach on a portfolio of courses offered by SCLS

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**PRINCIPAL ACCOUNTABILITIES**

1. To deliver and contribute to the design of high-quality teaching programmes to attract students.

2. To contribute to the development and incorporation of E-learning and the application of new technologies into SCLS Language Programmes.

3. To contribute fully to SCLS and the University by participating in meetings, working groups, committees and other SCLS and University activities.

**KEY RESPONSIBILITIES**

1. **Teaching & Student Support**

1.1 Contribute to the planning, delivery and assessment of high-quality undergraduate and postgraduate teaching, in liaison with the relevant programme and course convenors.

1.2 Contribute to the development, design and management of courses and new curriculum proposals that are attractive to students.
1.3 Ensure that teaching content, methods of delivery and learning materials will meet the defined learning objectives, including the use of appropriate technology.

1.4 Contribute to setting, marking, and assessing coursework and examinations; select appropriate assessment instruments and assessment criteria; and provide constructive and comprehensive feedback to students. Assessing incoming student and writing and monitoring continuous assessments and final examinations.

1.5 To collaboratively develop English Language teaching materials and ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study. To work with colleagues on the development and co-ordination of on-line diagnostic testing for streaming students into ability groups.

1.6 Develop and maintain an understanding of appropriate pedagogy in the subject area and respond to challenges.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing them with advice on study skills, projects, fieldwork and placements.

1.8 Undertake and complete administrative duties required in the professional delivery of teaching.

1.9 Make a significant contribution to the accreditation of courses and quality-control processes.

1.10 Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.11 Adopt an approachable and accessible attitude towards students, offering office hours, informal advice etc. Act as a mentor.

1.12 Transfer knowledge in the form of practical skills, methods and techniques. Act as a mentor for a cohort of Associate Tutors.

1.13 Supervise the work of students, provide advice on study skills and help them with learning problems.

2. Scholarship & Enterprise

2.1 Continually update knowledge and understanding in field or specialism, and engage in continuous professional development.

3. Contribution to School & University

3.1 Attend and contribute to SCLS meetings.

3.2 Engage in activities beyond day-to-day teaching duties, for example Admissions Days.
3.3 Assist with student recruitment.

3.4 Participate in SCLS or University working groups or committees, as required.

3.5 Undertake additional administrative duties, as required by the Director.

4. Role-specific duties

Learning Technologies

Contribute to the development of high-quality inclusive teaching materials, in particular in the use of E-learning and the application of appropriate new technologies; ensure that they meet defined learning objectives.

Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study.

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or level of responsibility entailed.

INDICATIVE PERFORMANCE CRITERIA

- Proven and sustained track record of successful teaching at the levels appropriate for the post.

- Evidence of skill in assessment and feedback techniques, and using a range of methods for evaluating the effectiveness of teaching.

- Demonstrable contribution to the planning and development of courses.

- Delivering a teaching load in line with Centre expectations.

- Evidence of applying knowledge arising from scholarship to enhance teaching practice.

- Evidence of active engagement in advising students and proactively responding to problems experienced by students.

- Completion, within a reasonable period of time, of a recognised higher education teaching qualification.

- Efficient and effective contribution to academic support duties within the Centre or the University.
5. PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. At least, a good first degree in a subject relevant to the activities of SCLS, an MA/MEd in ELT, Applied Linguistics or cognate discipline and a Cambridge DELTA or Trinity TESOL Diploma or equivalent.

2. Excellent interpersonal skills, with the ability to engage the interest and enthusiasm of students and inspire them to learn, using a variety of teaching methods.

3. Experience of teaching ESOL and EAP/ESP at all levels.

4. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

5. Ability to work individually on own initiative and without close supervision, and as part of a team.

6. Ability to exercise a degree of innovation and creative problem-solving.

7. Excellent planning, organisational and administrative skills and the ability to work under pressure in a busy, dynamic environment.

8. Ability to prioritise and meet deadlines.

9. A willingness to participate in student support activities beyond required teaching duties.

10. Excellent IT skills, with the ability to produce high-quality, inclusive learning materials.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. A good first degree in a subject relevant to the activities of SCLS.

2. MA/MEd in ELT, Applied Linguistics or cognate discipline.

3. Cambridge DELTA or Trinity TESOL Diploma or equivalent.

4. Evidence of skill in assessment and feedback techniques and using a range of methods for evaluating effectiveness of teaching.

5. The ability to communicate effectively with colleagues across the University, and to work as a constructive team player.

6. Native speaker competence in English.

7. A sound knowledge of the application of new technologies for language learning and integrating e-learning into the curriculum.

9. A sound knowledge of the psychological, social and cultural factors which can impact on second language learning.
10. A demonstrable commitment to Continuous Professional Development.

DESIRABLE CRITERIA

1. A recognised higher education teaching qualification.
2. Experience of teaching in higher education.
3. Membership of professional body, if appropriate.
4. Proven aptitude for languages.